DOCUMENT RESUME

ED 038 476 | 24 | UD 010 077

TITLE	Project Early Push, Buffalo, New York. Preschool Program in Compensatory Education, 1.
INSTITUTION	American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	OE-37055
PUB DATE	69
NOTE	16p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.237:37055, $.20)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*Art Expression, Auditory Discrimination, *Compensatory Education, Concept Formation, *Disadvantaged Youth, *Early Childhood Education, Inservice Education, Parent Participation, Perceptual Development, *Preschool Programs, Self Concept, Spanish Speaking, Teacher Aides, Teacher Education, Test Results, Verbal Communication
IDENTIFIERS	Peabody Picture Vocabulary Test

ABSTRACT

Project Early Push was a prekindergarten program designed to provide disadvantaged children with experiences vital to later educational success. Students' ages ranged between 3 years 9 months and 4 years 9 months at the start of the program; students came from a target area in Buffalo. Specific goals of the program were to foster a healthy self-concept, improved perceptual, discriminatory, labeling, and concept-building abilities, understanding of the environment, self-expression, motor coordination, verbal communication, auditory discrimination and appreciation, literary appreciation, parent involvement, and improved teacher awareness of the problems of disadvantaged children. Innovative aspects of the project included the Art Program designed to encourage self-expression. Continuous in-service training was provided for teachers and teacher-aides. The Peabody Picture Vocabulary Test was used to measure achievement. Parent involvement was also found to enhance improvement. Tables illustrative of test data are included. (KG)

ED038476

IT WORKS

PROJECT EARLY PUSH
Buffalo, New York

UD 010077

IT WORKS

Preschool Program 1
in Compensatory Education

IT WORKS

ED 037 019

1. Preschool Program in Compensatory Education
   - Preschool Program, Fresno, California OE-37034
   - Infant Education Research Project, Washington, D.C. OE-37033
   - Early Childhood Project, New York City OE-37027
   - Perry Preschool Project, Ypsilanti, Michigan OE-37035
   - Diagnostically Based Curriculum, Bloomington, Indiana OE-37024
   - Academic Preschool, Champaign, Illinois OE-37041
   - Language Stimulation Program, Auburn, Alabama OE-37058
   - The Preschool Program, Oakland, California OE-37057
   - Learning to Learn Program, Jacksonville, Florida OE-37056
   - Project Early Push, Buffalo, New York OE-37055
   - The Ameliorative Preschool Program, Champaign, Illinois OE-37054

2. Elementary Program in Compensatory Education
   - More Effective Schools, New York City OE-37042
   - Intensive Reading Instructional Teams, Hartford, Connecticut OE-37038
   - After School Study Centers, New York City OE-37036
   - Self-Directive Dramatization Project, Joliet, Illinois OE-37037
   - Project Concern, Hartford, Connecticut OE-37030
   - Elementary Reading Centers, Milwaukee, Wisconsin OE-37031
   - School and Home Program, Flint, Michigan OE-37023
   - Programmed Tutorial Reading Project, Indianapolis, Indiana OE-37029
   - Speech and Language Development Program, Milwaukee, Wisconsin OE-37028
   - Malabar Reading Program for Mexican-American Children, Los Angeles, California OE-37053
   - Plus Program, Buffalo, New York OE-37052
   - Afternoon Remedial and Enrichment Program, Buffalo, New York OE-37051
   - Augmented Reading Project, Pomona, California OE-37048

3. Elementary–Secondary Program in Compensatory Education
   - Homework Helper Program, New York City OE-37025
   - Communication Skills Center Project, Detroit, Michigan OE-37039

4. Secondary Program in Compensatory Education
   - Junior High Summer Institutes, New York City OE-37026
   - Project R-3, San Jose, California OE-37040
   - College Bound Program, New York City OE-37032
   - Expanded Language Arts, Buffalo, New York OE-37050
   - Summer Upward Bound, Terre Haute, Indiana OE-37049

For information on any of the booklets listed, please write to Information Officer, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202

ED038476

IT WORKS

PROJECT EARLY PUSH
BUFFALO, NEW YORK

One of a Series of
Successful Compensatory Education Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

Robert H. Finch, Secretary
James E. Allen, Jr., Assistant Secretary and Commissioner of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED038710

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Superintendent of Documents Catalog No. FS 5.237:37055

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1969

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 20 cents

FOREWORD

This project report is part of an independent study of selected exemplary programs for the education of disadvantaged children completed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., under contract with the U.S. Office of Education.

The researchers report this project significantly improved the educational attainment of the disadvantaged children involved. Other communities, in reviewing the educational needs of the disadvantaged youngsters they serve, may wish to use this project as a model - adapting it to their specific requirements and resources.

Bureau of Elementary and Secondary
Education

PROJECT EARLY PUSH IN BUFFALO, NEW YORK

Introduction

Project Early Push was a prekindergarten program designed to provide disadvantaged children with a variety of experiences which are vital to later educational success. It operated in Buffalo schools from April 1966 to June 1969; this description is of the 1967-68 program only.

To be eligible for the program, children had to meet specified requirements of age and residency. In 1967-68 project pupils had to be between the ages of 3 years 9 months, and 4 years 9 months, by September 30th of the current school year and reside in the target area of Buffalo, New York.

With each successive year, the program has increased in size and scope. During the 1967-68 school year, the prekindergarten classes met in 14 public and 3 parochial schools. There were 650 children involved in the program that year, with an average attendance of about 600.

Pre- and posttesting on the Peabody Picture Vocabulary Test have shown consistent gains in IQ for project children.

Personnel

A. Project Administrator

There was one full-time project administrator who provided instructional leadership and was responsible for the day-to-day administration of all phases of the program.

B. Assistant Project Administrator

One full-time assistant administrator had the primary responsibility for supervising the program teachers and teachers' aides.

C. Psychologist

One full-time psychologist assumed overall responsibility for the mental health of the project pupils. He conducted in-service meetings for the staff on behavior-related topics, provided private counseling for children with behavior problems, observed and assisted individual teachers in promoting preventive mental-health care, conducted conferences with parents, and carried out the program evaluations.

D. Visiting Teacher

There was one full-time visiting teacher who worked between the home, community, and school to promote the social-emotional adjustment of the

children. He informed families of the various community agencies and their functions, worked with the psychologist in assisting children with behavior problems, and made home visits to extend the mental-health program to the home.

E. Home-School Coordinator

One full-time home-school coordinator was responsible for stimulating parent participation in the program. He developed procedures designed to generate enthusiasm, supervised parent meetings and classroom visits, and edited the monthly parent newspaper.

F. Classroom Teachers

There were 25 classroom teachers, 12 full-time and 13 half-time. All teachers were certified by the Buffalo Board of Education.* Each full-time teacher taught two half-day classes of 15 pupils each.

G. Enrichment Teacher-Consultants

Two half-time enrichment teachers, one in art and one in music, made regular visits to each classroom to demonstrate how art and music could be integrated with the instructional program.

H. Teacher Aides

There were 20 paid teacher aides, 17 full-time and 3 half-time. All aides had completed high school and had lived in Buffalo for 2 or more years. When selecting aides, preference was given to applicants with some education beyond high school or with previous experience as nurses' aides. The aides provided pupils with extra individual attention.

I. Clerical Assistants

There were two full-time clerks who handled all typing, record keeping, and other clerical activities related to the program.

In addition to the above, various paid consultants and demonstration teachers assisted in the bi-monthly in-service meetings for teachers.

Methodology: General

The overall goal of Project Early Push has been defined as follows:

> "The program was designed to bridge the gap between the culturally different environment of the children and the requirements of the school experience they would encounter in the primary grade classroom (Buffalo Public Schools, 1967)."

*Buffalo certification is by examination. All applicants must have a college degree, but hours of credit in education are not required. Those teachers who do not have education credits must take 6 hours of education courses during the year.

Twelve specific objectives were identified as necessary components of this goal. They were:

1. Nurturing a healthy self-concept.
2. Improving perceptual, discriminatory, labeling, and concept-building abilities.
3. Enlarging understanding of the environment.
4. Encouraging self-expression.
5. Developing body coordination.
6. Encouraging interaction with others.
7. Stimulating verbal communication.
8. Providing meaningful experiences with literature.
9. Developing auditory discrimination and appreciation.
10. Encouraging appreciation of a well-ordered environment.
11. Gaining the interest, support, and involvement of parents in the progress and welfare of their children.
12. Improving teacher as well as lay understanding of culturally deprived children.

The procedures used in the program were based on a study of practices which had been found to be effective in other preschool programs as well as innovative procedures developed under the aegis of Miss Ruth Flurry, supervisor in the Bureau of Child Development and Parent Education of the New York State Education Department.

The classes were limited to small numbers of children (average size - 15) so that the teachers could recognize the strengths and needs of their pupils. Each classroom was supplied with equipment and materials from a standard list which included 19 different articles of furniture, 16 housekeeping items, 27 musical instruments, 2 audiovisual materials, 5 locomotor toys, 4 types of woodworking equipment, 3 pieces of science equipment, and 6 miscellaneous items. The project teachers arranged these into a well-ordered environment within which the pupils were provided with a generally unstructured program with as few formal lessons as possible.

The class day was divided into a number of major periods. During the first period the children were free, for the most part, to choose those activities which interested them most. The teachers observed their pupils' actions and attempted to capitalize on any potential learning experiences. The major portion of the program's experiences took place during this period, which could last up to 2 hours. Activities which may have been included were: manipulation of objects of differing materials, textures, sizes, etc.; independent play activities such as block building, playing store, etc.; creative activities such as painting, working with clay, etc.; large muscle activities such as climbing, lifting, etc.; and experiences in science such as making collections and growing things. Records were kept of each child's activities so that he could be directed toward experiences in all aspects of the program, if necessary.

Following the initial work-play period, the project pupils were provided with a daily "extended snack." The snacks were supplied by the project at a cost of 15¢ per day per child. Each included fruit, vegetables,

meat, milk, and other foods (which were prepared by the teachers and teacher aides) to provide both exposure to a greater variety of foods and ample nutrition.

A rest period followed the daily snack. After the rest period, the children participated in one or more group activities such as musical and rhythmic activities, discussions and simple games, or listening to stories, before going home for the day.

In addition to the regular classroom activities, the program included an extensive schedule of field trips designed to broaden the pupils' experience with their environment. Short trips were made into the immediate neighborhood to view such things as the fire station, a house being built, or a parking garage. Longer trips were made by bus to places like the zoo, a farm, or a park.

Particular emphasis was placed on parent participation in the program. Parents were encouraged to make class observations or to participate in classroom activities at any time during the year. Individual parent-teacher conferences were requested twice yearly and two parent-teacher workshops were held to provide parents with suggestions for extending learning to the home. A general meeting was held in each school at which child development was discussed, with pictures of the current pupils used as illustrations. A parent council composed of volunteer representatives from each of the participating schools met three times each year to draft recommendations for the future direction of the program. In addition, a monthly parent newspaper was published containing articles submitted by parents as well as those written by project staff and consultants.

In-service meetings for teachers and teacher aides were held on an average of two meetings a month. For most of these meetings there was a guest speaker, often an educator. Twice during the year there were half-day teaching demonstrations which the teachers and teacher aides attended. In addition to the meetings and demonstrations, a reference library was available to the teachers. Occasional memos and papers were also sent out containing articles by the project administrator or the psychologist.

Methodology: Specific

A. Among the innovative procedures in the project was the Art Program. It was designed by the staff with the project psychologist's consultation to foster self-expression and contribute to the development of self-concept. Examples of the children's work which demonstrated the growth that had taken place during the program were exhibited at the city art gallery.

B. Typical examples of the menu for the daily snacks were: hot tuna fish casserole, fruit cup, and milk; or scrambled eggs, sausage, orange sections, and milk.

C. An issue of the Parent News might contain the following articles:

"We Welcome Your Visits" - an invitation to the parents to make classroom visits (printed in both English and Spanish).
"Art in the Home" - a parent's description of the ways in which common household items can be used as art materials.
"Visiting Teacher Service" - an explanation of the services provided by the visiting teacher.
"Our SPCA Trip" - a parent's description of a recent field trip.
"Our Busy Four-Year Olds" - a discussion of the learning characteristics of four-year olds taken from an article by the New York State Education Department.
"Improved Dental and Medical Services" - announcements of the dates and locations of health exams.
"Coming Events" - a listing of the dates of parents' meetings to be held at each school.

D. The following is an example of the professional papers sent to teachers and teacher aides as part of the continuous in-service training. It was written by the staff psychologist and entitled, "An Area of the Curriculum that Deserves Daily Attention."

It is important to us, as educators, to continuously gear our efforts toward perceptual areas. Most experts in our field agree that children enter school with visual and auditory perceptual deficits which cause academic failure. The most significant contributions that we can make toward improving the educability of our children is to stimulate their senses by encouraging the use of the eyes, nose, fingers (touch), etc. in class activities.

Whenever possible, we should try to bring in as many of the sensory modalities as we can. For example, in discussing the difference between an orange and a banana we can point out that they have different colors (eyes), different sizes (eyes), and different shapes (eyes). Their names are very different. They sound very differently (ears), ba-na-na, or-ange. They smell differently (nose). They feel differently (touch). To culminate the discussion the teacher can cut the fruits and distribute one small piece of each to each child and they can "taste" the difference.

We should always try to keep in mind the following statement made by Dr. Ray H. Barsch.

> 'If we prepare a child sufficiently well to be a discriminator and a differentiator of auditory stimulation; if we arrange for him to have sufficient acuity and distinctiveness in visual discrimination; if we teach him how to perceive differences and similarities, visually, auditorially, kinesthetically and tactually; if we bring him to that first grade with all systems prepared and ready to go, we are convinced - at this point - that he will not fail the curriculum.'

E. The following materials were supplied for each classroom.

Furniture

Block cart
Fold-a-way storage cabinet
Kindergarten chairs
Kindergarten tables
Locker units
Metaltable and two chairs
Rockers
Rocking rowboat
Teacher's desks
Teacher's chairs
Variplay triangle set
Storage shelves
Room divider and pegboard screen

Housekeeping

Child-size doll bed
Doll carriage
Double-decker doll beds
Dresser without mirror
Hutch cupboards
Ironing boards and iron
Metal dress-up mirror
Refrigerator
Sink
Stove
Metal wall mirror

Art

Easel

Woodworking

Kindergarten workbench
Set of 15 tools
Tool cabinet
Workbench and vise

Science

Animal cage
Aquarium
Terrarium

Climbing

Crossing ladders
Nesting bridges

Locomotor

Ride 'Em Horse
Steel platform truck
Topper truck
Tricycles
Wagons

Music

Autoharp
Barrel drum
Cluster bells
Castanets
Chinese skin tom-tom
Cymbals
Decorated Mexican gourd maracas
Economy tone block and beaver
Eight-note diatonic step bells
Hand snare drum
Jingle taps
Korean temple bells
Medium tom-tom
Piano
Rhythm sticks
Sand blocks
Single bell on handle
Small tom-tom
Tambourines
Temple block floor stand
Tenor drum with handle
Triangle
Twin bongo drum
Wood blocks
Wrist bells

Library

Library display unit

Nutritional

Electric refrigerator
Hot place

Audiovisual

Tape recorder

F. A paperback book library was supplied for each classroom.

Evaluation

A. Measures of Achievement

The Peabody Picture Vocabulary Test was used to determine gains. The tests were administered by the program psychologist to children who had been selected to represent the project population. Form B of the test was used as a pretest in October and November, with Form A serving as a posttest in May and June.

In 1967-68 three sample children were chosen from each class in the program. A completely random selection procedure was used for the first half of the sampling. When it became apparent that the sample would contain an unequal distribution by sex, the procedure was adjusted to randomly select two girls and one boy per class for the remainder of the sampling. A total of 48 boys and 48 girls were chosen for pretesting. Of these, only 35 boys and 24 girls were also available for posttesting.

Table 1 shows the results for the 59 pupils who were administered both tests. All entries in the table have been rounded off to the nearest whole number. As can be seen, the sample pupils gained an average of 11 months in mental age during the 7 chronological months between testing, for a mean gain of 10 IQ points and 10 percentile points.

TABLE 1

Mean Gains in Chronological Age, Mental Age, IQ, and Percentile Rating for a Sample of 59 Pupils in the Early Push Program 1967-68

		Peabody Picture Vocabulary Test		
	Mean CA	Mean MA	Mean IQ	Mean Percentile
Pretest (Oct.-Nov. '67)	4 yrs. 4 mos.	3 yrs. 4 mos.	76	18
Posttest (May-June '68)	4 yrs. 11 mos.	4 yrs. 3 mos.	86	28
Gain	7 mos.	11 mos.	10	10

Table 2 presents an analysis of the PPVT scores broken down by sex. As indicated in the table, the boys gained an average of 8 IQ points and the girls an average of 12 IQ points.

These results are consistent with those found in 1966-67. In all cases the boys' pretest average was slightly higher than the girls' but the girls gained more from pre- to posttest then the boys.

TABLE 2

Mean Peabody Picture Vocabulary Test Scores
for Boys and Girls in Project Early Push 1967-68

	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Gain
Boys (N = 35)	77	18	85	16	8
Girls (N = 24)	75	17	87	20	12
Total sample (N = 59)	76		86		10

B. Other Evaluation Indices

Since parent participation had been designated as a major contributor to the success of the program, an additional analysis was made of the 1967-68 results in terms of the children of active vs. inactive parents. An active parent was one who attended at least three parent meetings and made at least five classroom visits. Inactive parents had not attended any parent meetings and had made only two visits to the classroom. The analysis showed that pupils of active parents made greater gains than those of inactive ones.

The program received strong support from all groups involved. Teachers kept anecdotal records of pupil behavior which indicated that the program had produced noticeable intellectual, emotional, and social growth. Each year there was an excess of applications for teaching positions, and less than the usual staff turnover. More than half of the teacher aides returned to school, most to prepare to teach in the program. All attributed their desire for more schooling to their experiences in Early Push. Parent participation was 85% during the 1966-67 school year and 95% during 1967-68; 70% attended meetings. Without any recruitment procedures, all classes were filled within the second week of the 1968-69 program, and plans were being made to expand the program because of the steady increase in demand.

Both the Parent Council and the total staff answered questionnaires about the program. Many of the respondents wished to see the program expanded.

Budget

The program was financed in full by funds from ESEA Title I grants.

The total operating cost for the most recent school year (1967-68) was $342,316; 90% was spent on salaries, and the rest on teaching supplies and equipment. The per pupil cost for that year was approximately $550.

The main items of expenditure were:

A. Personnel

1	Project Administrator	full-time
1	Assistant Administrator	full-time
1	Psychologist	full-time
1	Visiting Teacher	full-time
1	Home-School Coordinator	full-time
25	Classroom Teachers	12 full-time, 13 half-time
2	Enrichment Teachers	half-time
20	Teacher Aides	17 full-time, 3 half-time
2	Clerical Assistants	full-time
	Consultants	bi-monthly

B. Equipment

Each project classroom was supplied with the following:

19 Different articles of furniture, such as tables, chairs, storage cabinets, room dividers, etc.
16 Housekeeping items, such as doll beds, hutch cupboards, ironing boards, etc.
27 Musical instruments, such as autoharps, castanets, tambourines, etc.
2 Audiovisual items: phonograph and tape recorder.
5 Locomotor toys, such as tricycles, trucks, etc.
4 Types of woodworking equipment, such as tool sets, workbenches, etc.
3 Pieces of science equipment, an animal cage, an aquarium, and a terrarium.
6 Miscellaneous items, including easels, ladders, bridges, a library display unit, a refrigerator, and a hot plate.

C. Supplies

Classroom supplies, such as paper and paint, were provided for each classroom.

D. School Snack

Each child was provided with a daily extended snack at a cost of 15¢ per day per child.

Modifications and Suggestions

The project administrator suggested the following alterations in the existing program:

1. Solicit even greater parent participation in the program so that the learning initiated in the classrooms will be continued in the home. 1968-69's pilot study on the effects of parent participation showed definite benefits in terms of cognitive growth, therefore this aspect of the program will be given major emphasis in the years to come.

2. Add a week of orientation meetings before school in the fall and increase the number of regular in-service meetings by adding sessions held on Saturdays to avoid interference with classroom duties.

3. Drop the special visits by music and art specialists and replace them with an enrichment program which is more closely integrated into the regular classroom routine.

4. Drop the formal scheduling of such activities as snack time and rest time and replace it with individualized schedules based on each child's interests and desires.

5. Add a program assistant who will be responsible for developing specific, structured learning activities to be used in the classroom.

6. Increase the size and scope of the evaluation program to include the results of 400 to 500 children as measured by both the Peabody Picture Vocabulary Test, and the Wechsler Pre-Primary Scale of Intelligence, with additional analyses devoted to the effect of factors such as parent participation on the results.

These suggestions were implemented in the 1968-69 program.

Quoted Sources

Petrozzi, C. Evaluation of 1967-68 program. Buffalo, New York: Board of Education, 1968.

Schory, C. F. Preliminary analysis of parent participation. Buffalo, New York: Board of Education. (Undated)

Buffalo Public Schools. Buffalo schools meet the challenge. Buffalo, New York: The Schools, 1967.

Buffalo Public Schools. ESEA Title I: Evaluation reports for the school year 1967-68. Buffalo, New York: The Schools, January 1969.

Buffalo Public Schools, Division of Curriculum Evaluation and Development. Evaluations: Elementary and Secondary Education Act programs 1966-67. Buffalo, New York: The Division, September 1967.

Sources Not Quoted

Creativity in urban education. The Research Council of the Great Cities Program for School Improvement. (Undated)

U. S. Office of Education. Profiles in quality education. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1968.

For More Information

Dr. Joseph Manch
Superintendent of Schools
712 City Hall
Buffalo, New York 14202
(716) 842-4646

Miss Joan C. Downey
Project Administrator of Special Programs
in Early Childhood Education
420 City Hall
Buffalo, New York 14202

Quoted Sources

Bertoszi, C. Evaluation of 1971-72 program. Buffalo, New York: Board of Education, 1972.

Buffalo Public Schools. Buffalo schools meet the challenge. Buffalo, New York: The Schools, 1971.

Buffalo Public Schools. ESEA Title I: Evaluation reports for the school year 1971-72. Buffalo, New York: The Schools, January 1973.

Buffalo Public Schools, Division of Curriculum Evaluation and Development. Evaluations: Elementary and Secondary Education Act programs 1972-73. Buffalo, New York: The Division, September 1973.

Sources Not Quoted

Creativity in urban education. The Research Council of the Great Cities Program for School Improvement. (Undated)

U. S. Office of Education. Profiles in quality education. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1968.